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**The arts in contemporary South African higher education [Texto impreso] : film and media studies / Ian-Malcolm Rijdsdijk**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 119-121 : 49 refs.

Twenty years after South Africa's first democratic elections, what is the state of film and media studies education at the country's higher education institutions? The article examines several key debates, from calls for the decolonisation of curricula to the tension between internationalisation and local research in local media industries. Is film and media studies reiterating 'the logic of the present system', or does it offer new avenues for scholars to pursue progressive and decolonising projects in the South African university?

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 107-121

1. Higher education 2. Film studies 3. Media studies 4. Transformation 5. South Africa

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2

**Away with Good Bantus [Texto impreso] : de-linking African language literature from culture, 'tribe' and propriety / Nomalanga Mkhize**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 151-152 : 18 refs.

This paper argues that the 'institutionalisation' model used by universities to spearhead the intellectualisation of African languages is a non-starter for taking African languages in new creative directions. The major constraint for African language literary culture is that written output has historically been heavily bent towards conservative themes, in which cultural pride and propriety take centre stage: that is, a literature that speaks to 'Good Bantus'. I argue that the literary tradition, particularly in schools and universities, has been marked largely by three characteristics: (i) the close linkage between ethnic identity and language; (ii) use of African language as cultural reclamation and pride; and (iii) narratological stagnation and lack of inventiveness in literary production. To bring life into African languages in the academy requires aesthetic inventiveness and transgression. For this to happen, literary regeneration ought to be at the heart of the African language intellectualisation project promoted by the academy.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 146-152

1. African languages 2. Intellectualisation 3. IsiZulu 4. Literature 5. Multilingualism

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3

**Between history and apocalypse [Texto impreso] : stumbling/ Premesh Lalu**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p.64-65 : 18 refs.

Apartheid rested on a division of the senses as much as it did on a reductive politics of racial subjection and its accompanying violence. As an instance of the division of the senses, it produced a condition of stasis in which history and a post-apartheid future were increasingly marked by a politico-religious discourse of apocalypse, and a moral claim formed around family melodrama. In seeking to escape this nightmare, I ask whether we may discover in the dream of the post-apartheid a concept of stasis that does not amount to a dead end. Instead, we might return to a formulation of stasis that for the ancient Greeks approximates something akin to movement at rest. Drawing on the resources of cinema, jazz, soundtrack and memory, I argue that apartheid's exteriorization of technology proved disastrous both for the critique of apartheid and for elaborating a concept of the post-apartheid. Philosophy does not serve the State or the Church, who have other concerns. It serves no established power. The use of philosophy is to sadden. A philosophy that saddens no one, that

annoys no one, is not a philosophy. It is not useful for harming stupidity, for turning stupidity into something shameful. Its only use is the exposure of all forms of baseness of thought. (Deleuze, 1983: 106)

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 46-66  
1. Apartheid 2. Apocalypse 3. Athlone 4. Melodrama 5. South Africa

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#### 4 **Decolonizing the university [Texto impreso] : new directions/ Achille Joseph Mbembe**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

What are the limits placed on the 'decolonization' project by the forces of neoliberalism? How are the latter affecting the future of the university? Is 'decolonization' the same as 'Africanization'?

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 29-45  
1. Decolonization 2. Institutions 3. Knowledge 4. Neoliberalism 5. University

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#### 5 **'Disappearance' and feminist research in the South African academy of humanities [Texto impreso] / Jane Bennett**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 105-106 : 16 refs.

Following a global trend in humanities since the mid-1970s, South African humanities faculties began to include formal programmes in gender and sexualities studies from the mid-1990s on. While the immediate post-flag democratic era encouraged intellectual concentration on diverse questions of power and knowledge, the new century saw a decline in academics' critical interest in questions of gender, race and class. This article explores the seeming 'disappearance' of humanities-based and rigorous debate which assumes the value of feminisms.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 94-106  
1. Black feminism 2. Decolonialism 3. Gender studies 4. South African feminisms 5. South African humanities

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#### 6 **Reflections on dead theory in International Relations [Texto impreso] / Vineet Thakur**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 144-145 : 8 refs.

In this short autobiographical essay, I trace my journey in the discipline of International Relations. While entering the discipline, I, along with a host of my classmates, were enamoured by the exciting possibilities of thinking theoretically. Almost a decade later, those promises look bleak. From the perspective of a student in the discipline, I discuss why this may be so.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 140-145  
1. Critical International Relations 2. Global South 3. Language 4. Learning International Relations 5. Theory

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7

**"The fire below" [Texto impreso] : towards a new study of literatures and cultures (in English?) : a letter from a literary scholar in a South African university in transition / Victoria J. Collis-Buthelezi**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p.87 : 9 refs.

This letter was first read as a seminar paper in the Institute for the Humanities in Africa at the University of Cape Town in which I offer a series of provocations about what our current moment asks of us. It is concerned with the future of literary and cultural studies (in English) at that university and in South Africa in the wake of the RhodesMustFall movement. I look at the formation of English literature in colonial India and the rise of black studies in the US as I think through the emerging cry for decolonization of curricula in higher education in South Africa. I contemplate literary and cultural studies as modes of reading and making consent.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 67-78

1. Colonialism 2. Cultural studies 3. Literary studies 4. Race 5. Rhodes 6. Soga 7. South Africa

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8

**Hope as a political category [Texto impreso] / William Kentridge**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

This is a lightly edited text of an address given to the graduating class of the University of Cape Town in December 2014. The author points out that the studio has made him. It is, however, a place where the world is taken apart and re-arranged' and 'where peripheral thinking is demanded'. Like the studio, contemporary South Africa is a place of contradictions where instability and provisionality are the order of the day, and where a happy ending is not assured. A degree in the Humanities is a 'blessing' because it enables a graduate to appreciate that contradictions (and viewing the life from the edge) are the only (real) ways to understand life and the country.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 11-14

1. Contradiction 2. Hope 3. Humanities 4. Optimism 5. Studio

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9

**Life after a humanities degree [Texto impreso] / Athambile Masola**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 163 : 1 refs.

This article explores the experiences of a humanities graduate after leaving the academy. The author considers her own education in light of the historical changes in South Africa's education system. The article is a personal account of the questions and challenges encountered in choosing a humanities degree in a context where a tertiary education is crucial for future opportunities. The article explores life as a teacher in an education system that is assessment-driven and seems to sacrifice critical thinking. The article also considers the future of the humanities in a political and economic climate that highlights degrees directly linked to engineering and commerce.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 160-163

1. Assessment 2. Changes in education 3. Critical thinking 4. First-generation student 5. Stratified education system

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10

**Moving beyond the canon [Texto impreso] : Reflections of a young African scholar of political theory / Ayesha Omar**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 158 : 7 refs.

In this short paper, I reflect on the issue of what the decolonisation of political theory might constitute. I consider what it would mean to deparochialise and decolonise political theory for it is within the discipline of political theory, that a charge of eurocentrism is particularly valid. First, this is because what we teach and study as African political theorists merely perpetuates the idea that thinking and theorising around the normative questions of politics has traditionally been a Western dominated concern. Second, it is because it is within the discipline of political theory, that a eurocentrism of ideas is more apparent and evident as opposed to elsewhere in political science as both our research and pedagogical objectives have been confined almost exclusively to the Western 'canon'.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 153-159

1. African 2. Canon 3. Comparative 4. Decolonisation 5. Eurocentrism 6. Political theory

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11

**Political studies [Texto impreso] : an entry into 'social science thought' in the South African academy / Thapelo Tselapedi**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 173-174 : 12 refs.

This paper briefly examines the epistemic orientation of the Politics discipline in South Africa, and specifically in 'formerly white universities'. The focus is to expose the disparity between this epistemic orientation and the South African locale that it finds itself in; that is, a locale whose history is different from its 'imperial center', yet is diagnosed and measured in accordance with instruments defined by this very same center. To break with the hegemony of this episteme, I suggest, not only is it essential to have Black thinkers take their place in the South African academic community, but to develop a more African-based curriculum that responds, adequately, to South African and Continental problems.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 169-174

1. Canon 2. Coloniality 3. Decolonial 4. Epistemic 5. Imperial 6. Liberal 7. Western

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12

**The role of the Humanities in decolonising the academy [Texto impreso] / Estelle H. Prinsloo**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 167-168 : 19 refs.

This short paper argues that the #RhodesMustFall movement, which originated at the University of Cape Town, has brought renewed attention to the need to decolonise the academy in South Africa. It further argues that the Humanities are ideally placed to engage with the intellectual problems and questions presented by the decolonisation debate. Deep understanding of these questions are necessary to prevent more of the same 'techno-bureaucratic fixes', which, until now, have left South Africa's universities largely untransformed. While seeking change, however, scholars should avoid performing what Tack and Yang call 'moves to innocence' - strategies that distract or deflect attention away from conversations about decolonisation to assuage White guilt.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 164-168

1. Decolonisation 2. Humanities 3. Rhodes Must Fall 4. South Africa 5. University

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13

**'State of the art' or dismal science? The economic debate in South Africa since 1994 [Texto impreso] / David Fryer**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 134-138

Both the loss of prestige caused to mainstream economics by the global financial crisis and the resurgence of heterodox economics have proved to be superficial. 'Where it counts' (in the teaching of economics, in the most important policy circles, and in the most prestigious journals) neoliberal economics has proven resilient to dissent. Political dissent at South Africa's self-imposed structural adjustment programme peaked in 2007 at the ANC's elective conference and has subsequently lost impetus. Heterodox economics, although providing a more compelling account of the post-apartheid period, has for the most part been unable to penetrate the neoliberal bubble. This state of affairs is partly due to power relations, but it is also a function of the kind of economics that is regarded in the profession as 'state of the art'.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 122-139

1. Development 2. Discourse 3. Economics 4. Heterodox 5. Macroeconomics 6. Methodology 7. Pluralism 8. Post-apartheid 9. South Africa

14

**The struggles over African languages [Texto impreso] / Pam Maseko, Peter Vale**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

In this interview, African Language expert Pam Maseko speaks of her own background and her first encounter with culture outside of her mother tongue, isiXhosa. A statistical breakdown of South African languages is provided as background. She discusses Western (originally missionary) codification of African languages and suggests that this approach to understanding of, and teaching in, African Languages continued during apartheid South Africa. The limitations of this are explored. In this early section, the place of Afrikaans as an 'African' language is briefly considered. The conversation turns to the post-apartheid years where issues of the impact of globalization (and the concomitant power of English) on African languages are considered. New approaches to the study of African language are analysed and the important role played in these by Rhodes University are considered.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 79-93

1. African languages 2. Higher education 3. IsiXhosa 4. Language policy 5. Socio-linguistics

15

**To be or not to be [Texto impreso] : no longer at ease / Njabulo S. Ndebele**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 28 : 7 refs.

This essay examines the changing range of descriptors available for black South African experience from the 1960s through to the present and shows the changing implications of 'black', 'African', 'citizen' and 'human being', with particular reference to the formative structures of education, and the enabling (or disabling) effects of literary studies in their Eurocentric and Afrocentric forms. In a general continental context in which the post-colony replicates the oppressive structures of the extractive instrumentalization of colonialism, it argues that emphasis is now best placed on ideas of the human being and citizen.

Arts and Humanities in Higher Education. -- 2016, v.15 (February), n. 1, p. 15-28

1. African 2. African writer series 3. Eurocentrism 4. Literature 5. South African